**President George Washington Lesson Plans**

* **Monday**

Objective: TSWBAT: read or listen to a nonfiction book about the life and accomplishments of President George Washington.

Procedures:

1. As a class, begin a K-W-L chart about George Washington. Write down all the things that students know about Washington, and write down anything they might want to learn during the study.
2. Read a nonfiction book about George Washington’s life – 3rd grade level, and add anything to the KWL chart that is new information that is learned.
3. Retell and sequence the events of Washington’s life by making a timeline.

* **Tuesday**

Objective: TSWBAT: learn about the problems George Washington had with his teeth, and how it had many effects on his life.

Procedures:

1. As a class, ask students what they know about George Washington’s teeth. If any comment that they were wooden, tell them that is in not true and it is a legend.
2. Read a nonfiction book: George Washington’s teeth, and add anything to the KWL chart that is new information that is learned.
3. Retell and sequence the events of how Washington suffered his whole life with dental problems. Discuss how this might have affected his decisions as a president.
4. Have students write a letter pretending to be George Washington and discuss how he handled the dental problems he was having.

* **Wednesday**

Objective: TSWBAT: analyze the primary source painting of George Washington posing as president, and the poster of Washington crossing the Delaware.

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Procedures:

1. Show the class the primary sources of each painting, and give them a few minutes to take notice of anything they might notice or wonder about. Let students share their observations by beginning their sentences with “I wonder”, or “I notice”.
2. After this discussion share the following information with students:

**(Delaware) Image:** In discussing the original with students, you could have them point out that GW is the focal point of the scene, at the height and in the center of the painting. The area behind him is a lighter color and the general shape of the figures is a triangle, with GW at the highest point.

**President George**

**(Lansdowne Portrait-1796) Image:** The image is one of Gilbert Stuart's many full-length poses of GW painted in the 1790s. GW is supposed to be addressing Congress. You might have students study the image, look very closely and point out the symbolic rainbow (just above his coat sleeve) in the background and the American red, white and blue insignia on the back of the chair. Versions of this painting circulated in Europe, and from it many had their first glimpse of a likeness of the first president of the young country. You could discuss how this painting helped foster the image of the presidency—what kind of figure was he supposed to be?

**Document:** According to newspaper and other primary accounts, the women of Trenton greeted GW wearing white dresses and singing under an archway of flowers constructed especially for the occasion. As volume 2 of the *Papers of George Washington Presidential Series* notes, "On the archway was printed the 1776 date for the liberation of Trenton and the words "The Defender of the Mothers will also Defend the Daughters." (108-9).

Questions:

1. Ask students to describe his facial features, hairstyle, and clothes.
2. How old do you think he was in this painting? Why?
3. Ask students to find the following and what do they signify? Rainbow, medallion with stars and stripes, ink stand and quill, books on and below table, saber.

Compare this portrait to 1 dollar bill – how are they similar/different?

* **Thursday**

Objective: TSWBAT: write a 1 page descriptive 5 paragraph paper about the life of George Washington.

Procedures:

1. Students will understand their purpose, content, audience before writing their paper. When writing, students will write in an organized way presenting their details in sequential order – using time order words. Students will use a variety of sentence structures, and meaningful vocabulary.